



CORPORATE AND ACADEMIC SERVICES


MODULE SPECIFICATION

Part 1: Basic Data					
Module Title	Integrating Sustainable Development and Conservation (ISDC)				
Module Code	USSKBB-30-2	Level	2	Version	1
Owning Faculty	Health & Applied Sciences	Field	Biological, Biomedical and Analytical Sciences		
Contributes towards	FdSc. Integrated Wildlife Conservation				
UWE Credit Rating	30	ECTS Credit Rating	7.5	Module Type	Standard
Pre-requisites	USSKAD-30-1 Wildlife and People	Co- requisites	None		
Excluded Combinations	None	Module Entry requirements	None		
Valid From	September 2014	Valid to	September 2020		

CAP Approval Date	28/03/2014
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Part 2: Learning and Teaching	
Learning Outcomes	<p>On successful completion of this module students will be able to:</p> <ol style="list-style-type: none"> 1. Describe the nature of human/wildlife conflicts and critically review the success of a range of communities and conservation projects (assessed in component A, B1). 2. Compare contrasting views and priorities of those engaged in sustainable development and conservation projects, and draw clear and balanced conclusions (assessed in component A, B1). 3. Research case studies on current topics in sustainable development and conservation and present their findings via a range of media (assessed in component A). 4. Demonstrate the development of team-working skills, and of oral and visual

	<p>presentation skills (assessed in component A).</p> <p>5. Develop career skills e.g. learning to write grant applications, designing and implementing projects (logistics, budget, management etc.) (assessed in component A, B2).</p>
Syllabus Outline	<p>This module will cover some key concepts in the subject area of conservation and sustainable development, as follows:</p> <p><u>Human/Wildlife Conflicts</u></p> <p>The module will examine the nature of human/wildlife conflicts; impacts on human lives and livelihoods, lethal and non-lethal control methods of problem populations.</p> <p><u>Sustainable Development and Wildlife Conservation</u></p> <p>Students will discuss historical approaches to Development and Conservation including the role of governments, aid agencies, UN agencies, and the World Bank in development projects. They will also explore the evolution of the concept of sustainable development; the Bruntland Report, the 1992 UN Conference on Environment and Development – the Rio Declaration, Agenda 21 and the Convention on Biological Diversity.</p> <p><u>Communities and Conservation</u></p> <p>This course will also explore community conservation in theory and practice e.g. community –based natural resource management. Students will be given the opportunity to review successes and challenges in developing and developed countries.</p> <p><u>Sustainable Exploitation of Biological Resources</u></p> <p>The exploitation of biological resources will also be examined and objectives for managing harvestable resources e.g. forestry, fisheries, maximum sustainable yield and quota setting. Specific issues relating to migratory species will be discussed and certification schemes and consumer behaviour.</p> <p>In addition, we will explore a number of related issues in this subject area to examine their potential in progressing sustainable development and conservation objectives e.g. wildlife tourism, trophy hunting and the use of biodiversity in traditional medicines and cultural practices.</p>
Contact Hours	<p>Scheduled learning Students can expect to receive a minimum of 72 hours taught material.</p> <p>Independent learning Students are expected to spend 228 hours on independent</p>

	learning tasks and preparation of assessments.																																	
Teaching and Learning Methods	<p>A variety of teaching and learning approaches will be employed. The module will be delivered using interactive lectures combined with workshops and some small group work, debates etc. Lectures will be used to introduce main concepts and to guide and inform student centred learning while workshops will provide students the opportunity to discuss issues in-depth. These will be further supported by visiting speakers.</p> <p>Student learning will be supported through the University's E-Learning Environment, Blackboard. All sessions will be used to inform and provoke the process of critical thinking and awareness required for levels 2 and 3. The module will also use activities that will support continued learning of generic research skills e.g. using appropriate references, academic writing etc.</p> <p>Scheduled learning includes interactive lectures and small group work.</p> <p>Independent learning includes hours engaged with essential reading, case study preparation, assignment preparation and completion etc.</p>																																	
Key Information Sets Information	<table border="1" data-bbox="467 1032 1361 1420"> <thead> <tr> <th colspan="5">Key Information Set - Module data</th> </tr> <tr> <td colspan="5"><i>Number of credits for this module</i></td> </tr> </thead> <tbody> <tr> <td colspan="4"></td> <td style="border: 2px solid black; text-align: center;">30</td> </tr> <tr> <th>Hours to be allocated</th> <th>Scheduled learning and teaching study hours</th> <th>Independent study hours</th> <th>Placement study hours</th> <th>Allocated Hours</th> </tr> <tr> <td style="text-align: center;">300</td> <td style="text-align: center;">72</td> <td style="text-align: center;">228</td> <td style="text-align: center;">0</td> <td style="text-align: center;">300</td> </tr> </tbody> </table> <div style="text-align: right; margin-top: 10px;">  </div> <table border="1" data-bbox="572 1485 1259 1711" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th colspan="2">Total assessment of the module:</th> </tr> </thead> <tbody> <tr> <td>Presentation</td> <td style="text-align: center;">50%</td> </tr> <tr> <td>Coursework assessment percentage</td> <td style="text-align: center;">50%</td> </tr> <tr> <td></td> <td style="text-align: center;">100%</td> </tr> </tbody> </table>	Key Information Set - Module data					<i>Number of credits for this module</i>									30	Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours	300	72	228	0	300	Total assessment of the module:		Presentation	50%	Coursework assessment percentage	50%		100%
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Reading Strategy	<p>All students will be encouraged to make full use of the print and electronic resources available to them through membership of the University. These include a range of electronic journals and a wide variety of resources available through web sites and information gateways. The University Library's web pages provide access to subject relevant resources and services, and to the library catalogue. Many resources can be accessed remotely. Students will be presented with opportunities within the curriculum</p>																																	

	<p>to develop their information retrieval and evaluation skills in order to identify such resources effectively. The natural history books and journals held by Bristol Zoo Gardens will also be available to student.</p> <p>Any essential reading will be indicated clearly, along with the method for accessing it, e.g. students may be expected to purchase a set text, be given a print study pack or be referred to texts that are available electronically, etc. This guidance will be available either in the module handbook, via the module information on Blackboard or through any other vehicle deemed appropriate by the module/programme leaders.</p> <p>If further reading is expected, this will be indicated clearly. If specific texts are listed, a clear indication will be given regarding how to access them and, if appropriate, students will be given guidance on how to identify relevant sources for themselves, e.g. through use of bibliographical databases.</p>
<p>Indicative Reading List</p>	<p><i>Indicative Reading List:</i></p> <p><i>The following list is offered to provide validation panels/accrediting bodies with an indication of the type and level of information students may be expected to consult. As such, its currency may wane during the life span of the module specification. However, as indicated above, CURRENT advice on readings will be available via other more frequently updated mechanisms.</i></p> <p>Books:</p> <p><i>The most recent editions of:</i></p> <ul style="list-style-type: none"> • Woodroffe, R., Thirgood, S., & Rabinowitz, A. (eds.) People and Wildlife: conflict or coexistence? Cambridge University Press, Cambridge. • Oates, J. F. Myth and reality in the rain forest: How conservation strategies are failing in West Africa. University of California Press. • Robinson, J. G. & Bennett, E. L. (eds.) Hunting for sustainability in tropical forests. Columbia University Press, New York. • Hulme, D. & Murphree, M. (eds.) African wildlife and livelihoods: the promise and performance of community conservation. James Curry Ltd., Oxford. • Wildlife Conservation Society State of the Wild 2010-2011: a global portrait of wildlife, wildlands and oceans. Island Press, Washington. • Wood, A., Stedman-Edwards, P. & Mang, J. (eds.) The root cause of biodiversity loss. Earthscan Publications, London.

- Roe, D., Leader-Williams, N. & Dalal-Clayton, B. Take only photographs, leave only footprints: the environmental impacts of tourism. IIED Wildlife Development Series 10, IIED, London.

Journals

- Human Dimensions of Wildlife. Institutional access.
http://www.tandfonline.com/toc/uhdw20/current#.UgWfv_RdVqU
- Oryx. Institutional access.
<http://journals.cambridge.org/action/displayJournal?jid=ORX>
- Environment, Development and Sustainability. Institutional access. Available to all students via Springer Link www.springerlink.com/content/102874
- Ethics and the Environment. Institutional access. Available to all students via http://muse.jhu.edu/journals/ethics_and_the_environment
- The Journal of Environment and Development. Institutional access. Available to all students via <http://jed.sagepub.com>
- Conservation Biology. Institutional access.
[http://onlinelibrary.wiley.com/journal/10.1111/\(ISSN\)1523-1739](http://onlinelibrary.wiley.com/journal/10.1111/(ISSN)1523-1739)

Electronic Resources

- The Environmental Literacy Council. Provides information and resources regarding the interactions between human society and the environment
<http://www.enviroliteracy.org>
- The United Nations <http://www.un.org>
- The International Union for the Conservation of Nature <http://iucn.org>
- The Institute for Environment and Development <http://www.iied.org/>

Part 3: Assessment

Assessment Strategy

The Assessment Strategy has been designed to support and enhance the development of subject-based understanding whilst ensuring that the modules Learning Outcomes are attained, as described below. Assessments are designed to underpin students' learning and skills acquisition in the module and to provide for learning beyond the material delivered in the classroom. Assessments include both summative (assessment that contributes to module mark) and formative (assessment that does not contribute to module mark) assessment and feedback opportunities.

The Controlled Conditions component of the assessment comprises a 15-20 minute presentation (with 5 minutes for questions) which takes place at the end of the year. In pairs students will be asked to design an integrated sustainable development and conservation project. Presentations will be peer reviewed (as well as assessed by tutors). This component will test all the learning outcomes.

The Coursework component of the assessment is made up of two elements. Element one is a case study which requires students to evaluate sustainable development and conservation projects (1200 words, worth 25% of total module marks). This will test learning outcomes 1 and 2. Element two is a problem solving exercise (1500 words, worth 25% of module marks) where the students will be asked to complete a grant application and assessment will focus on conservation/ development specific and generic skills e.g. the ability to present a strong argument, grammar and spelling, research and referencing. This component will test learning outcome 5.

Opportunities for formative assessment are embedded in the module teaching and take a variety of forms, including: in class and on-line tests and quizzes, problem-solving workshops, and model answers for past exam questions.

Assessment criteria will be made available to the students in the module guide at the start of the module. All work is marked using the Department's Generic Assessment Criteria, which in turn has been developed with reference to a range of external reference points, including the QAA Quality Code on Assessment of Students and the recognition of prior learning, UWE's Learning, Teaching and Assessment Strategy, and UWE's E-learning policy.

Identify final assessment component and element		
% weighting between components A and B (Standard modules only)	A:	B:
	50%	50%
First Sit		
Component A (controlled conditions) Description of each element	Element weighting (as % of component)	
1. Presentation (15-20 minutes with 5 minutes for questions)	100%	
Component B Description of each element	Element weighting (as % of component)	
1. Case study report	50%	
2. Problem solving exercise	50%	

Resit (further attendance at taught classes is not required)		
Component A (controlled conditions) Description of each element	Element weighting (as % of component)	
1. Individual Presentation	100%	
Component B Description of each element	Element weighting (as % of component)	
1. Case study report	50%	
2. Problem solving exercise	50%	
<p>If a student is permitted an EXCEPTIONAL RETAKE of the module the assessment will be that indicated by the Module Description at the time that retake commences.</p>		